

**TEACHER QUALITY ENHANCEMENT GRANT MEETING
FEBRUARY 19, 2007
Multi-Cultural Center, UNI**

**Sponsored by the Cross-Articulation Work Team
Co-chairs: Jan Rohner, Mt. Mercy College;
Kathleen Van Steenhuyse, Kirkwood Community College**

Results of Edward de Bono's "HAT EXERCISE" for discussion of model of possible Associate of Arts in Teaching (AAT) degree for the State of Iowa

**Attended by representatives of Iowa community colleges: Kirkwood, Hawkeye, Eastern Iowa CC, North Iowa Area CC, Northeast Iowa CC, Indian Hills CC, Iowa Central CC, Iowa Western CC, Western Iowa Tech CC, Iowa Valley CC, Des Moines Area CC;
representatives of the faculty of four-year institutions: UNI, Mt. Mercy, Simpson, Iowa State University, Western Illinois University;
evaluator of the TQE grant, Melissa Brown-Sims of Learning Point Associates, Chicago office**

WHITE HAT: Facts that we know or will need to know or think we know

- Common outcomes facilitate transfers
- The number of students starting at one college & graduating 4 years later is dropping
- Number of teachers staying in field beyond 5 years is low

Facts:

- 15 CC - 31 H.E. (with branches)
- UNI: 50-60% transfers from cc
- Mt. Mercy: 60-70% of education candidates are transfer students
- \$ It's cheaper to go all four years at same school?
- Planning 2- 4yr. is critical
- Basic skill test issue: highly variable
- T.Ed Program reg's vary statewide; L.A.C. impacts
- Rigor in gen. Ed. across CC & H.E.
- Awareness of entry level testing
- what is the process leading to licensure?
- Current Barriers to transfer
- Requisite GPA'S that differ from institution to institution
- How long it takes to graduate, to maintain a high G.P.A.
- Students from one C.C. go into 31 teaching programs
- More nontraditional students
- Changing Careers
- Shortages in area: Special ed., Science, math, ELL, Voc-Tech, Ag Ed
- 54% of all teachers nationally begin at a 2yr. institution
- Tuition at cc is cheaper
- ISU: GPA's drop .75 from cc to ISU in teacher ed
- Not all gen. eds count to meet T.Ed general ed. count to meet
- Common course numberings

Blue Hat: “Big Picture” Thinking

- Alignment state/nationally (transferring)
- Retention of teacher candidates
- Higher quality programs
- Recruitment to profession
- Communication w/faculty (among) all levels and disciplines and programs
- Importance of feeder system for student progress
- Retention of grads in state
- Rising retirements
- Recruitment of more under served students
- Examining standards
- Same body of knowledge =IA kids (pk-12) benefit
- Advisor training and collaboration between 2 and 4
- Professionals at all levels will be accepting of each other
- Better recruitment of diverse pop into teacher ed.
- Could lead to a template TEP
- Could lead to “state” test & set scores for entry to teacher ed.
- Professional disposition
- COULD lead to better understanding IF handled well by IA DE ensure that field experiences offer diversity
- Ease feelings of competition among institutions
- Retention of teachers past 5 yrs. (reduce drop-out rate)
- Reduce barriers for non-traditional students (i.e. paraprofessionals, childcare providers)

Red Hat: Emotional or potential “hot Button” issues

- Ownership
- Rural areas say “Don’t leave us out”
- No flexibility in cut off scores
- Grades/Advising
- Disposition
- Portfolios
- Who will be responsible for AAT?
- DE→ CC & IHE program accreditation processes in place but no Arts & Sciences. program review at CC/4 yrs)
- IHE→ Licensure
- Internal Pressure at CC to recruit & retain students to demonstrate viability
- Attachment-ownership to own program or class
- 4 yrs. “particular stamp” lost
- Trust
- Control
- Qualifications of instructors
- Course Rigor (too rigorous or not enough rigor?)
- Licensure creeping into C.C. (passport)
- Lack of follow through b/t C.C. and IHE’s
- Lack of contact w/faculty who teach the course-Decisions made at registrar’s office
- Adjunct faculty/quality control at IHE/C.C.
- Not enough staff to support proposed changes
- Common syllabi
- Additional demand-No \$ Resource
- Placement limits
- Assessment- Entry & Exit
- Major content taught at C.C.
- Why should I help you and hurt me
- Fighting for scraps (lack of population)
- 15 community colleges needed?

Green Hat: Creative thinking

- Co-enrollment for students CC & IHE's (and possibly graduate work)
- Normal school- 4 yr. colleges give pedagogy 1st 2yrs, go to C.C. for content last 2 yrs
- C.C. set/counsel out on dispositions
- Partnering relationships institutionalized (w/ rewards)
- All professionals working together
- Lead to developing learning communities
- Authentic learning
- Share and use facilities
- Paperless
- Prepare people for Paraeducator positions
- Teaching joint classes
- Collaboration
- AAT with different emphasis tracks within AAT (i.e. E.C.E, sciences, etc.)
- If HS students "think" they can get in "anywhere"- change the thinking b/c CC programs must meet ITE standards
- Co-enrollment for students: CC & IHE's (and possibly graduate work)
- Encourage students broaden college or field experiences
- Cross teaching w/faculty (CC—IHE)
- Collaboration
- 2 & 2 partnerships could be enhanced
- Multi-directional transfers-not only 2-4
- Supporting transition of 2-yr. students

Yellow Hat: Positive thinking/potential goods

- Articulated assessment
- Varied experiences by attending more than one institution
- Collaboration of resources
- More one-on-one advising=better retention rates
- Better advising transition
- Improve C.C./IHE communications
- More trusting relationships between 2 & 4 yr. institutions
- Potentially less expensive for students
- Extensive fieldwork and C.C. can provide experience for completion of certificate
- Provides a more seamless transfer
- Potential to meet requirements
- Supports Universal PK initiative
- Enhances readiness of transfer students to enter teacher Ed programs (more in sync)
- Raises the bar--could maintain higher standards of qualification
- Distributes field experience placements
- Academic rigor at C.C. level for education courses
- "Weed Out" students who don't belong in an education program
- Students have practicum experience and portfolio artifacts
- Students become aware of INTASC standards sooner
- Students better advised & more focused
- 4 yrs can reduce gen. education classes=more money for major
- Gen Ed. makes critical/contributions to content knowledge
- Smaller Gen Ed. classes at C.C.
- Transfer students can be well prepared to meet licensure requirements
- C.C. opportunity for growth
- Higher Ed. 4-year matures them faster
- Can start close to home
- Great political support
- Open doors for enrollment in education

▪ **Black Hat: “Potential Barriers thinking”**

- 4 yrs. may lose enrollment
- \$ too expensive
- Standards/ quality
- Attitudes-Turf wars
- Qualifications-of faculty
- Transfer of course as required by 4 yrs
- Regents demand unique programs at institutions & this process demands alignment
- Articulation of pedagogy is more difficult than articulation of content
- Field experience need to be good field experiences
- Presidents or leadership aren't always on board with this.
- Beginning-to-end assessment is diminished @ 4 yr. IHE
- How does C.C. meet 31 IHE program requirements?
- Content courses for Secondary ED may not be available @ CC's
- Training vs. Liberal Arts
- 8th grade to begin advising and plans of study—H.S—C.C.—IHE
- Conversation w/content area instructor's time
- Communication in/among C.C.

Debriefing Highlights of “Hat Activity”

- 1) Quality issues/concerns- Student, faculty program
- 2) Field experiences content & predictors for success in teaching: Quality.
- 3) Governing body to take responsibility
- 4) Not wanting change.
- 5) “Got to change with demographics” urban from rural
- 6) Communication w/institutions across all levels and within education-related groups.